

Kingswood Daycare Nursery

Kingswood House, 31-39 Miles Road, MITCHAM, Surrey, CR4 3DA

Inspection date

Previous inspection date

03/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The indoor nursery environment is a safe and attractive place for babies and children to explore.
- Relationships between staff and children are positive, which results in a happy and supportive learning environment.
- Staff liaise well with parents and share useful information about the provision and children's progress with them.
- Effective systems for observation, assessment and planning, together with good support from staff, help children to progress well in their learning and development.

It is not yet outstanding because

- The outside area has not yet been developed well enough to extend children's learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction both indoors and out.
- The inspector talked to several staff, parents and held discussions with the manager.
- The inspector examined a wide range of documentation, including safety policies, the complaints procedure and self-evaluation and plans for improvement.

Inspector

Karen Callaghan

Full Report

Information about the setting

Kingswood Daycare Nursery Limited registered in 2012. It operates from the ground floor of Kingswood House in Mitcham, Surrey. The nursery is open Monday to Friday from 8am until 6pm, all year round, except for bank holidays and for one week over the Christmas period. There are two open-plan play rooms and children have access to an enclosed garden. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

There are currently 18 children on roll aged between four months and four years old. The nursery supports children with special educational needs and/or disabilities and children who are learning English as a second language. The nursery receives funding to provide

free early education to children aged three and four years. The nursery receives support from an early years practitioner from the local authority. There are currently four members of staff and all have qualifications in childcare at level 3.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the use of the outdoor play space to take full advantage of the learning potential it offers for all areas of children's learning and development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff are friendly and welcoming and know the children well. Babies are taken from their mothers willingly and are soon engaged happily with their key worker playing with suitable toys. Staff greet each child by name and offer them a wide range of activities to play with. Toys and resources are developmentally appropriate. Children follow their own interests and the attentive staff help them find resources, providing individual attention. One planned activity around the water tray engages several children in helping to wash the cups and plates from the home corner. They have fun squeezing sponges and making bubbles with the older ones helping the younger children and showing them what to do. The staff support the children's language development by using comparative words of big and bigger; they ask the children to describe what they are doing.

Staff plan a wide programme of activities in order to cover the seven required areas of learning. They help children acquire the skills needed to prepare them for the next stage of their development and school. The indoor space is large and well resourced. The children have a wide variety of construction materials to choose from to create structures using their own design ideas and to experiment with mathematical concepts. There is a creative area with paints and crafts that children can use imaginatively; a science area with a selection of objects to explore enhances their understanding of the world around them. Children learn to count and have opportunities to practise early writing skills: some can write their name. Children are able to move freely between the areas; they do so confidently and make choices in their play. There is plenty of space indoors for children to practise their physical skills, for example using a large climbing frame which proves very popular with the older children.

The outdoor area is used for morning and afternoon timed sessions and is generally well resourced. It has a scooter and some small buggies and provides a useful area to practise ball games, with a tunnel for the younger children to explore. However, staff have not taken full advantage of the learning potential of the outdoor area. The main focus is to foster children's physical development. Children who have a preference for outdoor learning make good progress, overall; however, they have fewer opportunities to experience all aspects of learning out of doors.

Staff make useful observations and assessments of the individual achievements of the children. Photographs of children's activities and their art work and early writing skills form a useful part of the records of achievement which are shared with the children and their parents. Children who speak English as an additional language are well supported by staff who use pictures and gestures to help the children understand. Parents help staff by sharing basic vocabulary in their own language; for example, words for family members, food and everyday objects are written in Polish, French and Russian. The children learn songs in other languages and have some dual language books to share.

The contribution of the early years provision to the well-being of children

Children enjoy a warm relationship with their key worker which enables them to feel secure. Children are confident, happy and enjoy their time at the nursery. Staff have strong relationships with parents and carers. They spend time talking with parents noting down their child's likes and dislikes, including personal routines, such as sleep habits and food preferences. This makes the beginning of an informative personal record for each child, with observations including photographs and pictures, as well as details of progress made throughout the child's time at nursery. Parents welcome the chance to meet daily with staff and add to the records on a regular basis. Each child has an opportunity to take home the 'Kingswood teddy bear' for a weekend and play and record. Parents help them to record activities they engage in at home with the teddy and then they share their experiences with their friends at nursery. This forms an important link between home and nursery.

Children play harmoniously together and learn to cooperate with their peers. They show an awareness of responsibility by helping the staff to tidy away at the end of a session. Babies and toddlers love cuddles and close contact at quiet times; they like to listen and respond to noisy, interactive toys as well with support from their key worker. This builds self-esteem and encourages children to explore and become independent learners. They learn to explore their feelings by taking part in circle-times where they can talk about what makes them happy and sad. The staff understand each child's unique qualities and characteristics and show that these are valued.

Children are encouraged to develop healthy lifestyles. Staff encourage good hygiene habits and remind the children to wash their hands when they have completed messy activities and after using the toilet. Toddlers are taken to the wash room and are taught to use the soap and rub their hands together. Babies have mats and tunnels to crawl across and through; older children climb, swing and race with each other to focus on their

physical development. Healthy food choices are offered and all meals have a high percentage of fresh vegetables and fruit. Children are taught safety procedures including how to carry scissors and they have regular fire drills.

Children are given plenty of opportunities to visit the local community; they visit local parks, the children's centre and library. This gives them confidence and independence away from the nursery. There are visitors to the nursery, for example the postman visits to tell them about his job and encourages children to 'write' letters and post them in his sack. Good transition procedures are implemented to help children as they move into different groups within the nursery and as they prepare to go to school. Strong links are in place with the local primary school who provides a teacher to sing new songs with the children as well as prepare them for school and promote continuity of care.

The effectiveness of the leadership and management of the early years provision

Children's welfare is safeguarded through effective management and implementation of relevant policies and procedures. There is a named safeguarding officer and all practitioners have been trained in safeguarding matters. The manager is aware of the local procedures to follow for child protection. Recruitment and vetting procedures help ensure that adults working with children are suitable by having qualifications in child care and up to date suitability checks. Risk assessments are carried out for every area of the nursery and for visits and safety procedures are adopted to promote children's safety at all times. The provider understands their responsibilities to ensure that all requirements are met and is aware of the need to notify us of any significant events within the required timescale.

The nursery is led by a well-qualified manager who has high aspirations for the quality of future care. Regular staff meetings take place and as a team they look at aspects of organisation. Together, with the support of local authority advisors, changes have been made to the layout in order to maximise the learning needs of each age group. For example, the under two's group now has its own secure play area with suitable toys for them to use. Different strategies have been implemented to encourage children to eat their lunches and try new foods, with some success.

The manager has started to evaluate the provision in conjunction with staff, through regular meetings. Appraisals of staff have begun and targeted training needs identified with a useful programme of development set up. The staff team strives to ensure that this new nursery provides an inclusive service where all children and parents welcome. Parents are kept informed from the start with daily checklists of care, parent contact books and newsletters as well as having contact with their child's key person. The nursery team has started to think about ways to extend the involvement of parents in supporting their child at home. Many parents appreciate the support and care given to them and their children. Good links have been established with local schools, the health service and with the local authority to promote support for children and continuity of care. All children receive happy and enjoyable early experiences. There is a welcoming and stimulating environment where

children can enjoy becoming confident learners.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early

Years Foundation Stage.

Setting details

Unique reference number	EY450932
Local authority	Merton
Inspection number	895420
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	67
Number of children on roll	18
Name of provider	Kingswood Daycare Nursery Limited
Date of previous inspection	Not applicable
Telephone number	020 3617 3388

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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